

Suggested assignments are written below. Written assignments are limited to 2-5 pages; teaching can be done with prior scheduling, for a maximum of twenty minutes.

TITLE (as it appears on the syllabus): Student Directed Learning, Teaching Self-Determination Skills

AUTHOR or COMPOSER (for books or CDs) Martin Agran

Read a chapter or the book. Compare to ABA theory.

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TITLE (as it appears on the syllabus): Families and Teachers of Individuals with Disabilities, Collaborative Orientations and Responsive Practices

AUTHOR or COMPOSER (for books or CDs): Robert Algozzine, Diana J. Hammitte, Dorothy J. O'Shea, Lawrence J. O'Shea

Explain how the theories in a chapter will look when applied in your practice.

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TITLE (as it appears on the syllabus): \_\_\_Modification of Child and Adolescent Behavior, 2<sup>nd</sup> Edition

AUTHOR or COMPOSER (for books or CDs) Blackham and Silberman

Read one chapter and compare it to the theory we discuss. By the way, what do you think of the illustration on the cover?

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TITLE (as it appears on the syllabus): Critical Issues in Education, A Dialectic Approach

AUTHOR or COMPOSER (for books or CDs): Kenneth Carlson, Jack Nelson, and Stuart Palonsky

Number of Personal Copies: 1

Read both sides of the issue you choose. Review the arguments and evaluate the research upon which they are based. Discuss the effects on special education.

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TITLE (as it appears on the syllabus): Other People's Children, Cultural Conflict in the Classroom

AUTHOR or COMPOSER (for books or CDs): Lisa Delpit

The same person who did the *Off Track* video. Skim the book and respond.  
Consider rural dropouts? Teach the class?

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TITLE (as it appears on the syllabus): The Passionate Teacher, A Practical Guide  
AUTHOR or COMPOSER (for books or CDs): Robert L. Fried  
Read and respond to a chapter or the book. How does this affect your teaching?

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TITLE (as it appears on the syllabus): Understanding and Meeting the Challenge of Student Cultural Diversity  
AUTHOR or COMPOSER (for books or CDs): Eugene Garcia  
Older, some of the refugee groups are different, but the problems remain... Read, summarize, and discuss a chapter.

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TITLE (as it appears on the syllabus): We Are All Multiculturalists Now  
AUTHOR or COMPOSER (for books or CDs): Nathan Glazer  
Read and demonstrate your understanding of a conservative approach to multiculturalism in schools.

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TITLE (as it appears on the syllabus): Improving Schools through Action Research  
AUTHOR or COMPOSER (for books or CDs): Cher Hendricks  
Skim the book with special attention to Ch. 5. How will this affect your teaching?  
Teach the class?

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TITLE (as it appears on the syllabus): Teaching to Transgress, Education as the Practice Freedom  
AUTHOR or COMPOSER (for books or CDs): bell hooks  
Read a chapter. Discuss how the ideas will look in your classroom.

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TITLE (as it appears on the syllabus): Black and White, Styles in Conflict  
AUTHOR or COMPOSER (for books or CDs): Thomas Kochman  
Read and understand at least one chapter. How will it affect your practice in special education?

TITLE (as it appears on the syllabus): Lies My Teacher Told Me, Everything Your American History Textbook Got Wrong

AUTHOR or COMPOSER (for books or CDs): James W. Loewen

Read two chapters, one on content that interests you and Ch. 11, or read the whole book.

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TITLE (as it appears on the syllabus): Technology for Inclusion, Meeting the Special Needs of All Students

AUTHOR or COMPOSER (for books or CDs) Mary Male

Review a chapter. Teach the class?

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TITLE (as it appears on the syllabus): Legal Challenges to Behavior Modification: Trends in Schools, Corrections and Mental Health

AUTHOR or COMPOSER (for books or CDs): Reed Martin

Old, but not completely out of date. Review a chapter critically, comparing it to current practice and social justice issues. Teach the class?

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TITLE (as it appears on the syllabus): Multicultural Education, Critical Pedagogy, and the Politics of Difference

AUTHOR or COMPOSER (for books or CDs): Peter McLaren and Christine E. Sleeter

Read a chapter. Demonstrate your understanding of the concepts. Good for critical pedagogues or students interested in an advanced degree.

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TITLE (as it appears on the syllabus): Affirming Diversity, The Sociopolitical Context of Multicultural Education

AUTHOR or COMPOSER (for books or CDs): Sonia Nieto

Read and discuss a chapter. If you love it, do the whole book.

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TITLE (as it appears on the syllabus): Taking Sides, Clashing Views on Controversial Educational Issues

AUTHOR or COMPOSER (for books or CDs): James Wm. Noll

Read the book. Consider the mother and son's strengths and weaknesses. How will you work with them in Maine?

Number of Personal Copies: 1

Number of Library Copies:

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TITLE (as it appears on the syllabus): Seeking Diversity, Language Arts with Adolescents

AUTHOR or COMPOSER (for books or CDs): Linda Rief

Holistic language theory. Read a chapter and respond in light of special education practice.

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TITLE (as it appears on the syllabus): A Pedagogy for Liberation, Dialogues on Transforming Education

AUTHOR or COMPOSER (for books or CDs) Ira Shor and Paulo Freire

Take an aspirin and read the whole thing. Double points for a thoughtful response.

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TITLE (as it appears on the syllabus): "Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race

AUTHOR or COMPOSER (for books or CDs): Beverly Daniel Tatum, Ph.D.

I think the whole book is worth reading, but you may only have time for a chapter or a section. Explain your understanding. How does her point of view differ from yours? What did you learn?

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TITLE (as it appears on the syllabus): Listening to Students, Reflections on Secondary Classroom Management

AUTHOR or COMPOSER (for books or CDs)\_\_\_Sue A. Thorson

Read a complete part or the book. Compare to your experiences. How will you apply the information?

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TITLE (as it appears on the syllabus): Teaching Passionately, What's Love Got to Do with It?

AUTHOR or COMPOSER (for books or CDs): Dawn Wink, Joan Wink

